



Redesign Plan

Clark, J.E. Preparatory Academy

Detroit City School District

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

J.E. Clark Preparatory Academy is a Pre-K through 8th Grade Elementary and Middle School located in the East English Village Community. In 2011-2012 Clark's student enrollment was 675, in 2012-2013 student enrollment rose to 766, and by the completion of the 2013-2014 academic school year student enrollment increased to 814 students. In the 2014-2015 school years, our enrollment has decreased to 761. Based on enrollment trends, Clark administration expects student enrollment to increase for the current school year. The Administrative Team, staff, and parents are pleased that Clark has attained Title1 status. This enables each child to receive an enriched and accelerated educational program that includes the use of school-wide programs or additional services that increase the amount and quality of instructional time.

Current demographic data indicates that 3% of our student population is Caucasian and 97% are African American. Of our student population 54% of the total student population is males and 44% of the total student population is females. 16.4% of our student population receives special education services. Currently there are no English Language Learners (ELL) enrolled at J.E. Clark Preparatory Academy. J.E. Clark's most current mobility rate is 17% a decrease from the previous year where mobility rate was calculated at 25%, still indicating that Clark families are transient. Our student attendance has increased since the previous school year. Nearly 90% of Clark's student population qualified for a free & reduced lunch. Our average attendance has decreased from 85% to 84% which contributed to us being identified as a priority school. For the current 2013-2014 academic school year, Clark has a total of 44 suspensions which is an increase from the previous school year. Over the past three years, demographic trends have stayed consistent with ethnicity and gender. There has been a slight decrease with the number of students enrolled in our special education program. We are a unique school in that we continuously partner with organizations throughout the city of Detroit and beyond that support our vision, mission, and goals of increasing student achievement rates at J. E. Clark Preparatory Academy.

At the start of the 2014-2015 school years, J.E. Clark Preparatory Academy became a priority school. Priority school status is designated for those schools that have been identified in the bottom 5% of Michigan's Top-to-Bottom list of schools. Within the last three years, Clark has experienced some changes and challenges with regard to staffing, community, school population, and enrollment. Administration at Clark has been stable for the past three years. However, there continues to be an increase in student enrollment at Clark. For the last three years, Clark's student enrollment trend has been on the incline which has created some challenges in regard to student-teacher ratio, especially within the upper grades. Instructional teaching staff is feeling more and more overwhelmed with trying to reduce the number of behavioral challenges within the classroom while teaching a diverse group of students. Further, instructional teaching staff has yet to stabilize itself. Clark has seen a revolving door of instructional teaching staff, which is in need of intensive professional development opportunities in order to support their lack of pedagogical practices and/or skills across the grade levels and content areas.

Some unique challenges associated with the community in which Clark serves are those centered around student absenteeism, socio-economic and emotional disadvantages, as well as lack of parental involvement. In order to offset these unique challenges, since the 2012-2013 academic school year, Clark has had an in-house Department of Human Services representative to support student truancy issues as well as family welfare challenges that negatively impact student learning opportunities here at Clark. Clark administration is working with their in-house DHS representative as well as the assigned attendance agent in order to counteract instances that impact student learning. Clark's in-house DHS representative is continuing to work with our parent population in order to promote employment, housing, and general family needs, as well as other resources that might benefit our parent population. Clark also holds monthly Parental School Improvement/Parent Advisory Council on Student Achievement (P.A.C.S.A.) meetings to keep parents abreast of student achievement data,

parent/teacher/student conferences, Open House, Title 1 meetings, parent field trips, and school/community events. Clark's partnership with SY 2014-2015

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the LEAR Corporation provides grades 4 through 8 students with a mathematics tutor mentor. The LEAR Corporation is the catalyst behind Clark's in-house tutoring program where students from East English Village High arrive at Clark four days a week to tutor elementary and middle school students in the area of mathematics. In addition, the LEAR Corporation has also provided technology updates to Clark's Elementary and Middle School Computer Labs where the tutoring program takes place and is in the planning stages of initiating a virtual/blended school component for 1st grade students. Habitat for Humanity also supports revitalization efforts to the East English Village area which directly impacts Clark's student enrollment status by increasing our population of students. Habitat for Humanity provides homes for new residents and renovates existing homes within the neighboring Clark community. Further, J.E. Clark Preparatory Academy continues to be unique in that we are working in conjunction with the Garden Collaborative to establish a functioning garden on school grounds to support promoting a healthier lifestyle and eating habits. The Garden Collaborative Project also supports efforts to increase parental and community involvement. Additionally, Clark has partnered with Pathways to Potential Human Services Program where an in-house Department of Human Services representative services Clark families with social, emotional, behavioral, and well-being challenges--thus bridging the gap between home and school. We also have a Community School Coordinator who works in conjunction with the school and community to help bridge the gap between the two. Our Community School Coordinator provides after hour activities for Clark students. Clark's Community-in-School representative also works to ensure that parents/community have equal access to Clark School during and after school hours. We are a Go Green school where instructional staff teaches students about conserving energy and recycling. Clark also has a partnership with Wayne State University Tutoring Program where college students support academic achievement at Clark by tutoring grades K-3 students up to three days per week.

New for the 2014-2015 academic school year, J. E. Clark Preparatory Academy is pleased to announce a working partnership with Athletes for Charity. This organization works with a variety of athletes and private corporations from across the nation to support STEM and Literacy initiatives that help to increase student achievement as well as providing exposure to a variety of sporting events. The organization donates time, resources, and incentives to benefit and uplift J.E. Clark Preparatory Academy's students and community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission at J.E. Clark Preparatory Academy strives to support student achievement by maintaining working relationships with each other, students, parents and the community. Clark will continue to immerse staff and students in professional development opportunities that integrate technology into daily lessons along with opportunities for service learning at the school level that support student achievement and the many diverse needs of our school community. The programs that we offer support our students by providing them with a relevant and rigorous curriculum while still meeting their academic, emotional and social needs. Academic achievement will be increased through the implementation of effective and innovative instructional strategies through science and technological skills. Character will be deepened by continuing to create a school culture that values education and instills self-pride into each child through mutual exchange between family, community and school resources. Additionally, Clark school has a strong and viable Student Council Club which consists of 16 students from grades 5-8. These students are 21st century leaders of the school and are responsible for increasing their academic achievement as well as for modeling good behavior in school and within their community. Clark's Student Council Committee is self-motivated and has lead many of the school's community initiatives such as the Breast Cancer Awareness Month Walk, Preparing and Sharing a meal with the Homeless/Community for Thanksgiving, Adopting families for Christmas. Council members also participate in service learning projects such as painting the school's restrooms, and volunteering at Gleaners Food Bank. All of these projects promote and align with the district's mandate to teach the Core Democratic Values within authentic learning experiences, which is also part of the Social Studies Curriculum. Student Council has also implemented an Anti-Bullying Academy as an outlet for students who want to voice their concerns. This academy will help decrease bullying at J. E. Clark Preparatory Academy as well as increase our attendance rate. Clark Preparatory Academy will continue to build a strong, stable, educational foundation for productive citizens in a collaboration of staff, students, parents and the community.

Our vision is that all stakeholders are successful in their duties, from administration, teachers, parents, and students. As continuous learners, we at J.E. Clark Preparatory Academy are committed to building bridges between school and community by creating a platform in which students, parents, staff, and community have a voice. Clark administration and staff will continue to collaborate with the school community in order to increase academic achievement in an ever changing global society and build a strong educational foundation for all of our students grounded in rigorous study within the disciplines for all of our students. For the 2014-2015 academic school year, Clark Administration and staff will continue to offer parental workshops to support the needs of our families. We feel it is instrumental that we continue to work effectively with the Parent Advisory Council on Student Achievement Parental Group, Detroit Parent Network, and our Community Schools representative for the common good of all involved. We will continue to work together as one unit, so that we collectively benefit by increasing parental involvement through scheduled workshops that support academic achievement and bridge the gap between home and school. Further, the Department of Human Services will continue to support and work hand-in-hand with Clark families to support the whole child. DHS will ensure that all students and families have direct support when they encounter hardships that affect the well being of the student/family. Clark will also continue to provide students with on-site dental care by continuing to invite the Mobile Dentist to Clark, twice a year to service our students. Part of our vision is to also build effective data teams that support data-driven instruction. Finally, administration and teaching staff believe that we are all continuous learners, each child has potential, and the personal value/prior knowledge each of us bring into the classroom serves to benefit the teaching & learning process of all. As continuous learners, we at J.E. Clark Preparatory Academy are committed to building bridges between school and community by creating a platform in which students, parents, staff, and community have a voice. Clark administration & staff will continue to collaborate with the school community in order to increase academic achievement, instill self-pride, and create a culture that values education in an ever changing global society. We at Clark believe that we can build a strong educational foundation for all of our students grounded in rigorous study within the disciplines so that students will be able to

compete academically in the 21st century world.

Purpose Statement

One of Clark's main goals or purposes is to have our mission, vision, belief, and purpose statements align and work in conjunction with one another for optimal student achievement. Clark's purpose is to also ensure that we are promoting student self-awareness, self-esteem, and self-worthiness so that our learners may passionately and boldly approach their educational goals with a sense of confidence. Clark administration and staff also have a purpose to ensure that our student see their school as a safe haven, a place where they can retreat to be respected and thus give respect. Our purpose is to have the community in which we serve to value the gift of education and apply that value to the lives they live in order to positively impact the communities in which they live--thus the world!

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

J.E. Clark Preparatory Academy has made some slight gains in the areas of Mathematics, Reading, and Science on the Fall 2013 MEAP. However, in the following three years, Clark is continuing to restructure our education programming in order to meet our differentiated proficiency targets across the content areas. In reading, our annual increment for the next three years is 5.03%, writing 6.33%, mathematics 7.9%, science 8.27%, and social studies 8.19%. At J.E. Clark Preparatory Academy we are striving to increase student achievement scores across the grade levels and content areas as well as a need to provide on-going and sustained professional development opportunities at the school level that support teacher education and build capacity for integrating research-based, best practice strategies into daily classroom lessons across the grade levels and content areas. Further for the past three years, Clark has made slight increases on the MEAP state assessment. However, more notable increases have been made on the school's formative/progress monitoring Measures of Academic Progress (MAP) assessment. Clark is continuing to make slight gains in areas such as reading and mathematics on the MAP assessment. Further, during the 2013-2014 school year a team of three (3) students received notable mention during the district's Social Studies Olympiad competition. Four (4) Clark students also received \$100 scholarships to a summer writing camp sponsored by Oakland University. As well, through the efforts of various grade level instructional staff and grants, Clark students are being exposed to forestry, gardening, and mathematics/banking initiatives where representatives from businesses such as 5th Third bank visit classrooms or students apply learning from field experiences that involve exposure to indigenous forest plant life or gardening techniques such as planting and harvesting various vegetables for consumption during a classroom lesson or for take home purposes. Our desire is to increase professional development opportunities for staff and parents in the areas of effectively infusing technology into daily lessons, effectively delivering the differentiated instructional strategies along with the Gradual Release Model, Writing Across the Content Areas including the 6 + 1 Traits of Writing, Utilizing The Writing Process, Using Complex Text to Teach the Core Democratic Values in Social Studies, Supporting Tier II & Tier III students with fluency, phonics, and phonemic awareness, Teaching Close Reading Strategies, Teaching Informational Text Strategies with fidelity and honing in on strategies that yield high student achievement rates in the area of Science.

Professional development opportunities at the school level will also be held in the area of building positive relationships with our parent community, Effectively Teaching Problem Solving, Using Manipulatives to support Tier II & Tier III students with Math Fluency. Clark administration and staff also believe that implementing an effective Multi-Tiered Systems of Support Model (MTSS) with embedded Differentiation of Instruction to support effective delivery of instruction to students will increase student achievement and prepare our students to be competitive in the 21st Century. Other areas of improvement indicate that our students would benefit academically from teacher created individualized education plans as well as conducting Action Research at the school and classroom level to further determine and plan for challenges that face our school community. Administration and staff also believe by incorporating technology-based learning programs into instructional day, student achievement will increase and teachers will be able to design technology-based lessons that support the diverse learning needs of students across all grade levels and content areas while also supporting students at their learning tiers. We recognize that we must continue to develop and enhance programs that help families in our school to deal with the social and economic disadvantages that hinder student achievement.

In addition, attendance continues to be an area of challenge for J.E. Clark Preparatory Academy. Currently, the Detroit Public Schools and Clark have attendance policies in place to increase attendance rates among students. Clark has an in-house Department of Human Services representative along with an in-house attendance agent to support teachers in tracking truant students/families. Within the next three years, Clark administration and staff will be focusing on increasing gaps in student achievement across the grade levels and content areas as well

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as decreasing student absenteeism rates. Moreover, students are constantly moving to other schools and instructional teaching staff continue to receive new students throughout the school year, especially in the middle and toward the end of the academic school year making it challenging to increase student achievement. Increasing student attendance rates and increasing positive behavior patterns are two areas that the Clark administration and staff have targeted for continuous improvement. New for the 2014-2015 academic school year, J. E. Clark Preparatory Academy will partner with Michigan's Integrated Behavior & Learning Support Initiative (MiBLSi) in an effort to increase student achievement and attendance rates as well as provide behavior modification support so that behavior begins to positively impact student learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Clark administration and staff continue to support our school community in areas that are not always measureable in numbers. As a staff, we care deeply about our family community. Clark administration and staff are experienced in a variety of areas to support student achievement. We go over and beyond to support our students and to expose them to a variety of learning opportunities inside and outside of the classroom which serve to meet the needs of the families and communities that we serve.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Leadership Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		DFT LOU

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	An addendum already exists (see attachment).	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Mr. Demond Thomas	Principal	demon.d.thomas@detroitk12.org
Mrs. Murleen Coakley	Assistant Principal	murleen.coakley@detroitk12.org
Dr. Danielle Penson	School Counselor	danielle.penson@detroitk12.org
Mrs. Monica Hester	Instructional Specialist, ELA	monica.hester@detroitk12.org
Mrs. Stanya Jefferson	Instructional Specialist, MATH	stanya.jefferson@detroitk12.org
Mrs. Yvette Schroeder	Title 1 Teacher	yvette.schroeder@detroitk12.org
Mrs. Therese Hayes	Science Teacher	therese.hayes@detroitk12.org
Ms. Ethel L. Jones	Academic Outreach Specialist	ethel914@comcast.net, joneset2@msu.edu
Alyn Eastin	Academic Outreach	easinta@resa.net
Ms. Yawida Favors	President (Parent Advisory Council on Student Achievement)	wf8443026@gmail.com
Ms. Marilyn Lee	Parent Liason	leelee709@yahoo.com

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

In order to support teaching and learning in ways that promote student growth and academic achievement across the grade levels and content areas, J.E. Clark Preparatory Academy's administration and staff have chosen to adopt the Turnaround Reform/Redesign plan. The Leadership team analyzed perception and achievement data before presenting potential Big Ideas/Focus to the staff during the staff meeting. Clark's Big Ideas were further developed based on collaborative discussion during staff meetings. Within this plan, Clark staff will maintain a laser-like focus on the following 'big ideas':

-The school-wide Implementation of the Multi-Tiered System of Supports (MTSS), an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral health needs of all learners.

-Improve Culture and Climate school-wide Clark staff will further support student achievement, behavior, and attendance challenges by utilizing Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). This integrated model of behavior and reading support will provide opportunities for all students to become engaged in academic instruction.

State what data were used to identify these ideas

Before the start of the 2014-2015 school year, Clark's Instructional Leadership Team began dialogue in regards to our current Priority School status. Data used to identify Clark's "big ideas" include: the 2014-2015 Michigan Scorecard Proficiency Details for all subject areas along with MISTAR Student Information System to track attendance and student behavior. For the 2014-2015 academic school year, Clark's Top-to-Bottom ranking is in the 1st percentile. Clark's State Top-to-Bottom Percentile ranking has decreased by 10 percentile points from the 2012-13 to the 2014-15 school year. In the areas of reading, mathematics, and writing, Clark students met and exceeded differentiated proficiency targets. However, in the core content areas of Science, Social Studies, and attendance Clark's students did not meet the differentiated proficiency targets.

MEAP Clark Proficiency Targets: 2013-2014 Michigan Scorecard Proficiency Details:

-We did not meet the 90% attendance rate goal. The attendance rate for the all student subgroup is 86%.

-We did not attain Differentiated target achievement goals for all subgroups of students in reading.

-Only 10.43% of the Bottom 30% and 39.47% of the Students with Disabilities subgroup met the Differentiated target in reading.

-We did not attain Differentiated target achievement goals for all subgroups of students in writing.

-No student (0%) in the Bottom 30% subgroup met the Differentiated target in writing.

-We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.

-Only 7.89% of the Bottom 30% subgroup met the Differentiated target in mathematics.

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- We did not attain Differentiated target achievement goals for all subgroups of students in science.
- Only 2.92% of the All Students subgroup; 0.00% of the Bottom 30%; and 2.94% of the Black and 3.28% of the Economically Disadvantaged subgroups met the Differentiated target in science.
- We did not attain Differentiated target achievement goals for all subgroups of students in social studies.
- Only 7.35% of the All Students subgroup; 0% of the Bottom 30%; 7.35% of the Black; 8.00% of the Economically Disadvantaged and 0% of the Students with Disabilities subgroups met the Differentiated target in social studies.
- These students are identified as the bottom 30% of students in the area of Social Studies who did not meet the projected proficiency target of 19.50%, creating a deficit of -19.48%.

Climate and Culture

- 2013-2014 attendance rate for students is 86%. We did not meet the state mandated target of 90%.
- For the 2013-2014 academic school year, Clark had a total of 157 suspensions which also contributed to the poor attendance rate and low achievement.
- According to MiStar Student Information System, our school suspensions averaged 153 student suspensions each year over the past three years which continued to affect our student achievement and school perception in the past.

According to Clark's October 2013 parent perception survey:

- Parents noted that overall administration and staff at Clark Preparatory Academy support student learning and student achievement goals.
- Evidence from parent surveys also indicates that parents believe our instructional program is beneficial to their children and Clark's administration and staff care about their children.
- Parents of Clark believe that effective communication efforts exist between the school and the school community, and this effort affords parents with opportunities to understand the policy and procedures facilitated by the school and district.
- Parents also noted a few areas of concern which include: student achievement, student behavior, student-teacher ratio (oversized classrooms), school safety, staff stability, as well as the lack of parental involvement in Clark's Parent Advisory Council on Student Achievement (P.A.C.S.A.)/School Improvement Parental Group as well as a lack of parental involvement in school-related activities that directly support student achievement, community relations, and parental professional development opportunities.

According to Clark's December 2013 teacher perception survey:

- Teachers at Clark Preparatory Academy would like to see an increase in parental involvement and academic achievement across the grade levels and content areas.
- It was also noted that student behavior negatively impacts instructional time and school culture as well as the overall educational goals of the school.
- Teachers believe that smaller class sizes would greatly benefit student behavior and help to increase student achievement.
- Transient students are also an area of concern because they come into the school sometimes performing 2 to 3 grade levels below proficiency levels.
- Teachers feel that administrative goals are evident. However, it was noted that some areas of concern include: increasing student achievement, lack of teacher stability, school climate, parental involvement, team building among staff (trust), collaboration, a positive school climate and culture, lack of technology such as complete and functioning Smart Board installation in each classroom, as well as the infusion of technology into daily lessons across the grade levels and content areas.
- Staff also noted a need to continue with professional development opportunities at the school level that address research-based, best practice instructional models and approaches that support the rigor and relevance in learning across the grade levels and content areas.

According to Clark's December 2013 student survey:

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- Students surveyed at J.E. Clark Preparatory Academy indicated that while they enjoy their school and like to learn sometimes they find it difficult to concentrate due to large class sizes and student behavior.
- Students also indicated that they would like to have smaller class sizes, less testing, and programs that decrease the occurrences of bullying.
- Many of our students noted that they would like to receive extra support during and after school as well as individual support from instructional teaching staff.
- Students feel that their teachers support their educational endeavors.
- Many of Clark's population of students feel overwhelmed and hunger for individual attention with social, emotional, and/or academic challenges in order to help counteract the disparities in their lives while in and out of school.
- Students feel safe in the classroom but express concerns in regard to school bullying and fighting.
- Students feel that administration and teachers at J.E. Clark Preparatory Academy care and accept them for who they are and that teachers set high expectations for all students.
- Students indicated that administration and teachers encourage and challenge them academically.
- Students indicated a need to have an increase in positive reinforcement for those students who are following classroom expectations.
- Students would like to have the opportunity to engage in or explore other avenues for learning beside those paper-pencil activities regularly provided in traditional classrooms.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

DDetroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most importantly, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Mr. Demond Thomas, J.E. Clark Preparatory Academy Principal has worked diligently with the Clark School Community to meet and exceed in some areas (reading, writing, and mathematics) Michigan School Accountability Scorecard Differentiated Proficiency Targets. In the Fall of 2013-2014, Clark's proficiency target was 44.80%, the percent of Full Academic Year students scoring proficient in the area of reading was 62.04%. In the area of Mathematics Clark's proficiency target was 21.22%, the percent of Full Academic Year students scoring proficient in this area was 33.77%. During this same year, Clark's proficiency target in the area of writing was 34.39%, with 40.34 Full Academic Year students scoring as proficient. Mr. Thomas is continuing in his efforts to lead the Clark school community in supporting student achievement by first creating a culture and climate within the school setting that is conducive to learning for all stakeholders. Administration and instructional teaching staff engage in weekly data dialogue conversations during grade level meetings where teachers are moving forward with looking at multiple measures of data and student work samples as a team to determine what grade level strategies should be implemented in order to provide the needed support to Clark students. During monthly Parent Advisory Council on Student Achievement (P.A.C.S.A)/School Improvement meetings, Clark's school leader keeps parents abreast of student achievement data, school events, and solicits ideas on how to increase parental involvement as well as student achievement at Clark school. Mr. Thomas has worked to build trust SY 2014-2015

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among his parent community which results in a productive working relationship. Further, Mr. Thomas and his Leadership Team are committed to providing continuous, job-embedded professional development at the school level that supports instructional teaching staff with effectively implementing with fidelity the Multi-Tiered System of Supports (MTSS). Currently, Clark staff is focused on the implementation of Tier 1 instruction using the Gradual Release of Responsibility Model along with other grade level strategies that support the achievement of our students. Mr. Thomas and his leadership team observe and provide guided support so that instructional teaching staff can make the needed adjustments within their daily pedagogical practice. Lastly, Mr. Thomas supports culture and climate by gathering perception data early on in the school year to address challenges within the school community. Parents, students, staff, and community perception data is collected at least three times per year. That data is then further disaggregated and discussed during Clark's weekly cabinet and staff meeting. New for the 2014-2015 school year, students and teaching staff are recognized for perseverance and hard work through the R.I.S.E Program, Raising Intelligent Student Expectations, which also supports Clark's school vision of providing a climate and culture in which the school community can thrive and grow.

During his tenure at J. E. Clark Preparatory Academy, Principal Thomas was able to break organizational norms and manage up. For example, some instructional teaching staff (grade 2 and grade 4) were able to loop with their last year's class, which helps to build trust and rapport among those teachers and students. Looping has served to not only build teacher/student rapport, but parent/teacher rapport as well. Also, in order to better support the climate and culture of the building, it was noted that grade 6 students were in need of a setting where they did not have to exchange classes on a frequent basis, reducing the number of negative incidents incurred by those students. Currently, Clark has two self-contained classrooms where all subjects are taught by both homeroom teachers. Additionally, this is the second year that Principal Thomas has allotted a three block for reading and a two hour block for mathematics built into school scheduling in order to better support achievement levels in these two areas.

As a turnaround leader, Principal Thomas was able to galvanize staff around the idea of Priority School Status and what that status meant for Clark's school community. From the beginning of the Fall 2014-2015 academic school year, Principal Thomas has been providing his staff with the necessary information needed in order to understand and move forward in our priority school status. The Michigan School Accountability Scorecard was thoroughly discussed and grade level teams were provided multiple opportunities during weekly grade level and staff meeting to ask questions as well as meet with their team to discuss/analyze data, and Tier 1 instruction as it relates to current data trends and the Gradual Release of Responsibility Model.

Even though Clark is in the planning stage, Principal Thomas has chose to move aggressively toward providing professional development at the school level that supports knowledge of the Multi-Tiered System of Supports (MTSS), with a focus on Tier 1 instruction and the Gradual Release Model of Responsibility. Clark is continuing to progress toward instructional teaching staff analyzing multiple measures of data, sharing classroom strategies and student works samples during grade level and across the grade levels, as well as making needed adjustments within pedagogical practices that best support individual or small groups of students within the classroom setting. Since moving the school from Targeted Assistance to Title I School-wide, Principal Thomas has been able utilize needed funds to support student achievement by hiring personnel to work directly with instructional teaching staff in implementing best practice strategies while teaching. Mr. Thomas has also used Title I funds to purchase and increase the use of technology within the classroom in order to prepare students and teachers for Next Generation Assessments computerized assessments.

Lastly, however most important, it is imperative to galvanize staff around big ideas. Mr. Thomas has had the opportunity to create buy-in through providing opportunities for staff to meet, discuss, and provide feedback regarding student achievement, what is working at Clark and what is not working. Principal Thomas continues to lift Clark's school community by soliciting ideas from teachers, students, staff, and parents. This is the 2nd year that Principal Thomas has hired an attendance agent to decrease absenteeism among our student population which negatively impacts their learning. Mr. Thomas continues to work with the attendance agent and parents in holding a truancy conference at the school level that address patterns in student attendance before involving the Wayne County Prosecutor's Office. It is worth

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noting that enrollment has been on the incline since Mr. Thomas has been Principal of J. E. Clark Elementary School. Another way Principal Thomas supports and galvanizes staff is by continuing to ensure that Clark has an in-house Department of Human Services representative who provides well-being support for students and their families. The DHS representative supports with the creation of a plan to track students who have chronic attendance challenges while supporting families in an effort to decrease the rate of absenteeism among school-age students. Further, Mr. Thomas has supported Clark's school community by forging partnerships with programs such as Wayne State University and Americorps Urban Safety Program (supports the Clark school community with creating/monitoring safe routes to school as well as working with Clark students to board up abandoned homes within the neighborhood to further support student safety and the safe routes to school program), Community Schools (this in-house, after school enrichment program creates a safe haven for students to join and share in enrichment activities during after school hours), Athletes for Charity (this organization chronicle Clark student's educational journey through the elementary, middle school, high school, and college years. This program encourages students to become involved with the Sciences, specifically the STEM (Science, Technology, Engineering, Mathematics) Program), and LEAR Corporation Tutoring Program (provides tutoring services to Clark students in grades 3-8. This paid tutoring program is part of a job initiative sponsored by LEAR where 11th and 12th grade students from East English Village High School tutor Clark students four days a week).

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals, the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity.

An example of the district's differentiated efforts can be observed through a collaborative effort with Learning Science International (LSI) school leadership coaching will take place. There will be a focus on providing targeted systematic support for principals in developing their skills as instructional leaders. This systematic approach will align with the development of school leaders and teachers within the school (DPS & LSI, 2014). Through an instructional audit these efforts will include site specific components such as, but not limited to, English Language Learners (ELL), Professional Learning Communities and Culture & Climate.

Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts, consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgement of "Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the enhancement, development and/or implementation of Instructional Leadership Teams and Professional Learning Communities.

Detroit Public Schools is also committed to providing professional development training to increase leadership capacity within the five competencies. The Office of School Turnaround maintains the data snapshot tool that encompasses each school's big ideas, achievement and demographic data. This tool is used to provide customized professional learning opportunities that focus on the big ideas outlined in each school's individual plan.

DPS will continue to support the school improvement efforts of all Priority Schools through its monthly Priority Schools Professional Development Series. Monthly district-wide/constellation meetings are utilized to review core instructional programs, build practitioner

capacity of current research and best practices, school/district data review and address effective operational management procedures.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)

The District has developed evaluation processes for teachers and school leaders that is based on a set of professional standards that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability. These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

The teacher evaluation system (TES) began during the 2011-2012 school year. This system was first rolled out to the principals who in turn shared it with their entire staff in order to explain its inception as well as to seek teacher input.

Teacher Evaluation is a year-long opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

The evaluation process, which is transparent, rigorous, and equitable is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training
- V. Educator Responsibilities

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- Review your observation with the teacher
- Review the teacher's PLP and make recommendations
 - o Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Help review the list of possible assessments to use as measures of tracking student growth.
- Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

For the 2013-2014 school year 30% of the teacher evaluation was based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). Currently, for the 2014-2015 school year, 40% of the teacher evaluation is based on student growth. The percentage is set to increase by an additional 10% increment to 50% for the 2015-2016 school year. This increase is set to directly align with the State of Michigan's 50% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Identified Ineffective teachers will complete the evaluation process and be assigned a score of 69% or less.

In 2013, the District began the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, and creating a system of accountability. The District has revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

Recruitment

The district actively recruits highly qualified teachers in the areas of ELA, mathematics, social studies and science. New recruits are hired on the basis of content area certification, experience in working with at-risk youth and evidence of a proven track record in meeting student needs. Teachers will meet the needs of non-proficient students and assist in closing the achievement gap.

Additionally, there are opportunities to earn additional income via afterschool and summer school programs. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Turnaround Schools in increasing the pool of qualified teachers.

The District-University Student Teacher Program is designed to attract pre-service teachers from Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are led and mentored by Turnaround Schools' Cooperating Teachers.

Assignment

The district will assign all teachers to schools based on certification and endorsements. Existing staff within the school district will be assigned to classrooms based on teacher vacancies in the school. The school leadership team will assign teachers based on school data, experience and level of expertise.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Academic Engagement Officers, Assistant Principals, and Principals.

Retention

Detroit Public Schools values its teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their colleagues, via professional development. They will be aggressive in ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn, the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialists, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Promotional Opportunity and Career Growth for teachers in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items, teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery and READ 180 teachers. These specialized trainings for Reading Recovery and READ 180 Program are aligned with meeting student needs at the elementary, middle and high school levels. Any teacher can be eligible for the program(s) due to sustained growth in their classroom. Criteria for consideration will be that teachers submit their bid.

Teachers can earn additional income via afterschool and summer school programs. In addition, Professional Development opportunities will provide teachers with workshop pay and State Continuing Education Clock Hours (SCECHs) that can be used towards certification renewal. Also, when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership

capacity.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Instructional teaching staff at Clark will receive on-going and sustained job-embedded professional development opportunities in the areas of effectively implementing and using with fidelity the Multi-Tiered System of Supports (MTSS) and Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi). Clark's instructional teaching staff will participate in bi-weekly grade level Professional Learning Communities (PLC's) that are data-driven and centered around implementation of research-based, best practice strategies.

During staff meetings and common planning times staff will meet twice among grade levels and at least once per month across the grade levels. Each grade level will identify a lead teacher to facilitate the PLC and to coach their grade level peers. During these PLC's, grade levels will also be responsible for reading and discussing educational articles based on MTSS and MiBLSi, analyzing student work samples as well as discussing and analyzing student achievement data. Student data will consist of Michigan Educational Assessment Program (MEAP), Measures of Academic Progress (MAP), STAR Reading and Mathematics, Accelerated Reading & Mathematics, Data Director, Teacher formative assessments, student work samples, and MISTAR Student Information System Data (attendance/behavior).

Further, grade level specific meetings will focus on meeting the needs of students based upon instructional practices, student achievement data, and individualized teacher needs. Grade level PLC's will be responsible for presenting to the entire staff any learned information gleaned during their grade level PLC to support instructional teaching staff with making needed adjustments to professional learning practices. Additionally, PLC's will provide support for daily instructional practices that involve MTSS, MiBLSi, GRR Model, and other such strategies as Marzano's High Yield Instructional Strategies, Differentiated Instruction, Guided Reading, and Flexible Grouping. At the beginning of the 2014-2015 academic school year, Clark administration and staff began to introduce the GRR Model to ensure that instructional teaching staff embed this model into daily teaching and learning. Within the Gradual Release of Responsibility Model, instructional teaching staff will continue to receive professional development and align instructional approaches to the Common Core State Standards across all grade levels and content areas. Adult implementation will be monitored and supported through PLC's, administrative walk-throughs, Detroit Public School's Office of Turnaround Instructional Specialists, Wayne RESA coaches, as well as support from the building Instructional Specialist. The Principal will monitor lesson plans of instructional strategies that support Clark's "big ideas".

In the winter of the 2014-2015 academic school year, a team of five will be developed and begin training to utilize the MiBLSi Model to improve the culture and climate of our building. That team of five will be responsible for providing ongoing professional development throughout the school year in this area.

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Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

Current DPS Office of School Turnaround Structure: Roles and Responsibilities

The District has created an Office of School Turnaround which includes the following staff:

Assistant Superintendent for Priority Schools - The Assistant Superintendent is responsible for the coordination, monitoring and evaluation of all Priority School support (such as Wayne RESA, external partner providers and others), in order to fully implement the selected reform model. In addition, the Assistant Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external providers.

Director of 21st Century: Focuses on academic achievement by providing enrichment activities that focus on real life experiences and community involvement. Family services are also incorporated. A pastoral model is implemented which looks at the needs of the whole child. There are twenty DPS schools in the 21st century program, 16 of which are Priority Schools.

Student Achievement and Assessment Manager(s): The SAAM's are responsible for supporting schools in the collection and analysis of school-wide, district and classroom data to ensure data driven decisions. The SAAM's also facilitate and organize the professional development process for priority schools that are based on data with a focus on job embedded professional development. This includes instructional audits, leadership coaching and instructional coaching based on each building's specific needs.

Instructional Specialist(s): Work with school teams (Instructional Leadership Teams, Professional Learning Communities) and Title I professionals.

School Improvement Coaches: Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendent of Priority Schools.

Grant Compliance Office: The Grant Compliance Office will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

MDE (State Reform Office) is utilized to review the Reform/Redesign plans for Priority Schools and provide feedback on the state level.

Sharing Information, Removing Barriers and Informing Plan Refinement

DPS Priority Schools undergo a process including the following entities: DPS (Office of School Turnaround), and Wayne RESA. These offices support personnel and coaches by attending on-going structured monthly meetings. These meetings take place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss Priority School quick wins, challenges, brainstorming and need-to-know information.

Additionally, schools meet to coordinate services on a monthly basis with the DPS Office of School Turnaround, Wayne RESA, and other partners. In these meetings, schools review their Reform/Redesign Plans and determine additional next steps to inform plan refinement.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

The following information is taken from the 2013-2014 Michigan School Accountability Scorecard. This data is related to priority school designation and has informed the selection of Clark's instructional programming and 'big ideas': (MTSS and MiBLSi). The data indicates:

READING Grades 3-8

382 Full Academic Year (FAY) students were assessed in the area of reading, with 237 or 62.04% of students in this area scoring in the proficient range, leaving the remaining 37.96% scoring in the not proficient range in the area of reading. FAY students at Clark met and exceeded the reading proficiency target of 44.80%.

115 Full Academic Year students in the bottom 30% were assessed in the area of reading, with 12 or 10.43% of students in this area scoring in the proficient range, leaving the remaining 89.57% in the bottom 30% scoring in the not proficient range in the area of reading.

WRITING Grades 4 & 7

119 Full Academic Year students were assessed in the area of writing, with 48 or 40.34% of students in this area scoring in the proficient range, leaving the remaining 59.66% scoring in the not proficient range in the area of writing. FAY students at Clark met and exceeded the writing proficiency target of 34.39%.

36 Full Academic Year students in the bottom 30% were assessed in the area of writing, with 0 or 0% of students in the bottom 30% scoring

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in the proficient range, leaving the remaining 100% of students in the bottom 30% scoring in the not proficient range.

MATHEMATICS Grades 3-8

379 Full Academic Year students were assessed in the area of mathematics, with 128 or 33.77% of students in this area scoring in the proficient range, leaving the remaining 66.23% scoring in the not proficient range in the area of mathematics. FAY students at Clark met and exceeded the mathematics proficiency target of 21.22%.

114 Full Academic Year students in the bottom 30% were assessed in the area of mathematics, with 9 or 7.89% of students in this area scoring in the proficient range, leaving the remaining 92.11% in the bottom 30% scoring in the not proficient range in this area of mathematics.

SCIENCE Grades 5 & 8

137 Full Academic Year students were assessed in the area of science, with 4 or 2.92% of students in this area scoring in the proficient range, leaving the remaining 97.08% scoring in the not proficient range in the area of science. FAY students at Clark did not meet the science proficiency target of 19.48%.

41 Full Academic Year students in the bottom 30% were assessed in the area of science, with 0 or 0% of students scoring in the proficient range, leaving the remaining 100% of students in the bottom 30% scoring in the not proficient range in the area of science.

SOCIAL STUDIES Grade 6 & 9

136 Full Academic Year students were assessed in the area of social studies, with 10 or 7.35% of students in this area scoring in the proficient range, leaving the remaining 92.65% scoring in the not proficient range in the area of social studies. FAY students at Clark did not meet the social studies proficiency target of 19.50 %.

41 Full Academic Year students in the bottom 30% were assessed in the area of social studies, with 0 or 0% of students scoring in the proficient range, leaving the remaining 100% of students in the bottom 30% scoring in the not proficient range in the area of social studies.

Additionally, Clark administration and staff found that we needed to redesign our grade level teams into fully functioning PLC's with a laser-like focus on Clark's 'big ideas' which support increasing academic achievement and support the use of research-based, best practice strategies in grades K-8. Not all instructional staff consistently use data to target individual needs or help develop the pedagogical skills that teachers need to support student achievement. Furthermore, it was found that grade level instructional planning did not always involve the discussion of data or teacher accountability. Clark is moving towards better organizing grade level meetings to include: horizontal and vertical grade level meetings as well as professional learning communities which support the Common Core State Standard learning progressions, pre-populated agendas, sign-in sheets, meeting goals, minutes taken, etc...Also, the inconsistency in school staffing and the re-hiring of Right-to-Recall teachers who did not have the professional development needed to support increased student achievement or the knowledge base to fully implement district initiatives has had a negative impact on student achievement across the grade levels and content areas. Based upon administrative walk-throughs it was discovered that Tier 1, core instruction with embedded differentiation was lacking and therefore not being effectively delivered with fidelity.

After further review, we found that we do not have a systematic approach to tracking all student discipline referrals so that appropriate behavioral interventions can be addressed. While instructional teaching staff may refer many students for not following the Student Code of Conduct, many referrals lack intervention support therefore having a negative impact on the culture and climate of the entire school. We did not meet the 90% attendance rate goal. The attendance rate for the 'all student' subgroup is 86%. Clark is moving towards full

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implementation of the MTSS and MiBLSi Frameworks school-wide. MTSS will be reinforced by the use of the GRR Model, differentiated instruction, Title I teachers, professional development, Instructional Specialists (ELA & Mathematics), while integrating culture and climate interventions to meet the needs of all students and staff. J. E. Clark Preparatory Academy's instructional programming is also based upon the Common Core State Standards for College and Career Readiness standards.

Content areas related to priority school designation are as follows:

- Lack of time spent and concentration in the subject areas of science and social studies in grades K-5
- Lack of content area teachers who actually teach that particular subject area (science & social studies)
- Lack of hands-on resources to support student learning in science and social studies
- Interest-based level readers that support the sciences and social studies

Clark Proficiency Targets: 2014-2015 Michigan Scorecard Proficiency Details:

- We did not meet the 90% attendance rate goal. The attendance rate for all students subgroup is 86%.
- We did not attain Differentiated target achievement goals for all subgroups of students in reading.
- Only 10.43% of the Bottom 30% and 39.47% of the Students with Disabilities subgroups met the Differentiated target in reading.
- We did not attain Differentiated target achievement goals for all subgroups of students in writing.
- No student (0%) in the Bottom 30% subgroup met the Differentiated target in writing.
- We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.
- Only 7.89% of the Bottom 30% subgroup met the Differentiated target in mathematics.
- We did not attain Differentiated target achievement goals for all subgroups of students in science.
- Only 2.92% of the All Students subgroup; 0.00% of the Bottom 30%; and 2.94% of the Black and 3.28% of the Economically Disadvantaged subgroups met the Differentiated target in science.
- We did not attain Differentiated target achievement goals for all subgroups of students in social studies.
- Only 7.35% of the All Students; 0% of the Bottom 30%; 7.35% of the Black; 8.00% of the Economically Disadvantaged and 0% of the Students with Disabilities subgroups met the Differentiated target in social studies.
- These students are identified as the bottom 30% of students in the area of Social Studies who did not meet the projected proficiency target of 19.50%, creating a deficit of -19.48%.

Clark school is focusing on teaching and learning the newly adopted K-12 framework of the Common Core State Standards. The Common Core State Standards are aligned vertically and horizontally with the curriculum across the content areas and grade levels. Clark understands the growing complexity of the world, the increasing demands of the 21st -century workforce, and the importance that all students should graduate from high school fully prepared for college and career readiness.

Clark's Instructional Leadership Team (Principal, Assistant Principal, ELA/Math Instructional Specialist, Title I Teachers, School Counselor, Special Education Specialist) identified the causes for low student achievement in the areas of social studies and science as poor/inconsistent student attendance and behavior and a need for strengthening core/Tier I instruction. This determination was based upon the following process: the Instructional Leadership Team analyzed perception and achievement data; the team presented possible big ideas/focus during staff meeting; and instructional staff developed two big ideas based on collaborative discussion. In order to prepare students to compete in a global society, instructional teaching staff will begin to receive targeted professional development opportunities to increase student engagement and gradually shift student learning from teacher responsibility to student ownership. For the 2014-2015 academic school year, the leadership team will provide ongoing professional development for the Gradual Release of Responsibility Model and Marzano's High Yield Instructional Strategies (1. Setting Objectives & Providing Feedback, 2. Cues, Questions & Advanced Organizers) to address students' diverse needs and to increase academic achievement. For the 2015-2016 school year the Instructional Leadership Team will begin implementing the Gradual Release Model of Responsibility focusing on Tier 1 of the Multi-Tiered System of Supports

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(MTSS) as a component within the MiBLSi Model. Ongoing training for MTSS will focus on Tier 2 where students will receive targeted instruction in addition to Tier 1 core instruction. Clark administration will monitor the use of GRR Model and MTSS to ensure that teachers are using the instructional programming with fidelity. Students who score within the Intensive Intervention category will be placed in Tier 3. Those students will receive one-on one or small group intensive intervention by highly qualified instructional staff in addition to Tier 1 core instruction as well. Our Approach to Tiered Instruction is as follows:

Tier I

- Whole group, core instruction teachers will focus on the Direct/Explicit Systematic Instruction, guided practice, collaborative learning, and independent practice as part of the Gradual Release of Responsibility Model, Multi-Tiered Systems of Support (MTSS) Model, Marzano's High Yield Instructional Strategies, Marzano's Six Step Process for Building Academic Vocabulary, Close Reading Strategies, Using Graphic Organizers to support Close Reading of Complex Text, before, during, and after reading comprehension strategies, Informational Text strategies such as 3-2-1 and Survey, Question, Read, Review, Recite (SQ3R), along with K-W-L and graphic organizer activities, as well as teaching decoding, fluency, phonics, and phonemic awareness skills to increase student achievement in the areas of reading, science and social studies.
- Administration and staff will utilize research-based articles from educational journals that highlight best practice, and research-based strategies that integrate the use of technology in the area of reading across all content areas instruction.
- Students who are performing furthest away from academic targets will receive tier II, small group, pull-out services from the qualified Support Staff.
- Tier III interventions may be delivered in-class with a small group of 1-2 students from the general education teacher or during pull-out sessions with an interventionists who will work with a small group of 1-2 students as well. While struggling students are receiving academic pull-out support, at or above level students will be working on targeted student achievement goals taken from individual learning plans. These students may work independently, with partners, or in small groups within learning centers to practice targeted skills or complete projects related to reading lessons.

Tier 2

- Tier III students will receive Tier I supports along with 2-3 days of additional small group pull-out, targeted support from interventionists such as the Support Staff. Students who fail to reach mastery with Tier I core instruction will move to targeted instructional strategies at the tier II level.
- Tier II students will also continue to receive daily Tier I core instruction from the classroom teacher before receiving small group, Tier II instruction at least 3 times per week. At this time, 3-5 students will be provided extended, systematic, explicit instruction utilizing research based interventions that specifically addresses noted deficits in the area of reading at least 3 times per week for 30-45 minutes and may also focus on teaching decoding, fluency, phonics, and phonemic awareness skills.
- An Individualized Student Plan will be developed that will be used to document student growth in regards to the use of data to make instructional decisions.
- During tier II interventions, instructional staff will also provide students with continuous progress monitoring. Students who are making progress at least 75-80% of the time will be returned to Tier 1 whole group, core instruction.
- Students who are not progressing within Tier II will continue to receive daily Tier 1 core instruction before receiving daily Tier III, intensive academic interventions for longer durations of time.
- Tier II cycles will operate for at least 8 weeks before determining placement back into tier I or placement into the Tier III cycle.
- While Tier II students are in pull-out, the other students in Tier I will be working on targeted learning goals identified in their individual student learning plans.

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- Tier III Intensive intervention strategies for students not reaching mastery from Tier I and II instruction, and who score furthest from targets,

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will continue to receive daily Tier I core instruction before receiving daily one-on-one Tier III, intensive academic interventions during pull-out sessions from interventionists such as the Title 1 Teacher and other support staff.

- Within this Tier, 1-2 students will receive daily intensive, research-based instruction from interventionists such as the Title 1 teacher and other support staff for 30-50 minutes based on individualized data from multiple sources.
- An Individualized Student Plan will also be developed at Tier III which outlines student growth along with continuous progress monitoring results. Students who progress at an 80% rate within Tier III will return to Tier II for small group targeted instruction.
- If found to be at least 80% successful at Tier II, those students will return to Tier I core instruction with continuous teacher support and progress monitoring to support student achievement at the Tier I level.
- Those students who continue to struggle with Tier III intensive learning will be referred to Clark's Resource Coordinating Team (RCT) for special education evaluation and services if the team (RCT/IEPT) deems necessary.
- After School Tutoring and Summer School will be offered to targeted students and students who are performing furthest away from learning targets. Intervention effectiveness will be determined by scoring 80% or higher on weekly teacher-created, data-driven formative assessments.

The process of analyzing data will occur during Instructional Learning Teams meetings held bi-weekly. Time to process and analyze data will also be allotted during staff meetings on Wednesdays at least once a month. Instructional staff will review data from teacher-created assessment, Accelerated Reader/Math and samples of student work. Tiered groups will also be addressed during this time. The Instructional Specialist, Title 1 Teachers, and Special Education Teachers will work with general education classroom teachers to create differentiated instruction through the flexible grouping and tiered assignments. Star Reading/Math and MAP benchmark data will be used to drive instructional practices and learning plans for individual students. Clark will focus on school initiatives geared toward increasing student literacy, especially in the area of informational text as well as an intense focus on the areas of science and social studies, due to our school failing to reach our Differentiated Proficiency Targets in these subjects. All grade levels will receive science and social studies every day for at least 50 minutes. Teachers will set meaningful objectives and provide tangible/timely feedback to promote student engagement so that they become independent learners. Clark will continue to emphasize writing across the curriculum to ensure that students are engaged in higher level and rigorous writing practices. Clark's Instructional Leadership Team will continue to train instructional staff on the Gradual Release of Responsibility Model, Marzano's High Yield Instructional Strategies (1. Setting Objectives & Providing Feedback, 2. Cues, Questions & Advanced Organizers) and using the (move the next line up so there is not a break) Multi-Tiered System of Support (MTSS). These strategies will provide all grade levels with the necessary tools during job-embedded professional development to promote and increase academics in all content areas. Our focus will be on creating and developing critical thinking skills through the use of hands-on material, asking deeper levels of questions, providing cues, and using advanced organizers.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

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For the 2014-2015 academic school year, Clark's Top-to-Bottom statewide percentile ranking is listed as 1%. During the 2012-2013 academic school year, Clark's statewide percentile ranking was 5%, dropping 6 percentile points from 11% in 2011-2012. Due to our Top-to-Bottom Statewide Percentile ranking, J. E. Clark administration and staff began a process of regularly meeting to focus school-wide discussions on using and analyzing data to drive our daily instruction and make adjustments within our pedagogical practices. Clark is moving toward creating a uniform schedule/academic program where each grade level teacher is working synonymously with the others. This work will include lesson planning, project-based learning, teacher-created formative assessments, analyzing data, grouping students, and planning field experiences.

Additionally, the process of analyzing data will occur during the Instructional Learning Cycle meetings once the process has been formally introduced to Clark staff. Time will also be allotted during staff meetings on Wednesdays at least once a month where instructional teaching staff will also focus on creating pre/mid/post testing in all content areas based on skills found within the Common Core State Standards. Furthermore, Clark will continue to provide all faculty and staff with an annual Professional Development Calendar. Instructional teaching staff at Clark will receive on-going and sustained job-embedded professional development opportunities in the areas of effectively implementing and using with fidelity the Gradual Release of Responsibility Model, Marzano's High Yield Instructional Strategies (1. Setting Objectives & Providing Feedback, 2. Cues, Questions & Advanced Organizers), as well as the use of the Michigan Integrated Behavior and Learning Support Initiative (MiBLSi). These chosen initiatives will support our school (be sure to bring the following line up) community with the reduction of the number of behavior incidents which negatively impacts student achievement, as well as provide a support for increasing attendance school-wide. Clark's administration and staff will continue to engage in weekly professional development opportunities, Professional Learning Communities (PLC's) and grade level team meetings. These opportunities will be facilitated by the Instructional Specialist, as well as Title 1 teachers and content areas teachers. Detroit Public Schools has a Citywide Testing Schedule which provides administration and instructional teaching staff with multiple assessment types ranging from summative to formative. From these ongoing assessment cycles, Clark administration sets aside time for instructional teaching staff to meet in grade level teams and across grade levels during weekly staff meetings, as well as during common prep periods to discuss and analyze summative and formative (move line up) assessments.

This process of gathering data is school-wide, ongoing and cyclical whereas, instructional teaching staff discusses and gather data from multiple assessment types, create individualized/small group lessons and/or mini lessons based upon that data, create formative assessments based on class lessons, and analyze data from formative assessments in order to make adjustments within instructional practices. Teachers will also be afforded time to meet once a month in Professional Learning Communities where they will share student work across the grade levels and content areas where they will be able to discuss/analyze, and better support the Common Core Learning Progressions in order to calibrate mastery from one grade level to the next. In addition, the building Instructional Specialist also supports teachers by conducting data discussions and analyzing data during staff meetings. The Instructional Specialist also meets with individual teachers to encourage and support data discussions and use in the classroom among teachers and students. A process of videotaping the Instructional Specialist conducting student data dialogues within the classroom while other students are working on projects or engaged in learning centers will begin in November of 2014. These video tapes will be shared during staff meetings and used as a school-wide learning tool to support and encourage subsequent data dialogue sessions between students and teacher(s). The building Instructional Specialist ensures that there is a laser-like focus during weekly staff meetings on Clark's "big ideas" outlined within our Reform/Redesign Turnaround Plan. Further, Clark's instructional teaching staff uses Renaissance Learning STAR testing and Measures of Academic Progress (MAP) testing at grade levels K-8 to support differentiation of instruction. Both assessment models provide teachers with instructional planning that support a variety of student learning needs at Tiers II & III.

Tier 2

- Tier II students will receive Tier I supports along with 2-3 days of additional small group pull-out, targeted support from interventionists such as the Support Staff. Students who fail to reach mastery with Tier I core instruction will move to targeted instructional strategies at the tier II

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level.

- Tier II students will also continue to receive daily Tier I core instruction from the classroom teacher before receiving small group, Tier II instruction at least 3 times per week. At this time, of 3-5 students will be provided extended, systematic, explicit instruction utilizing research based interventions that specifically addresses noted deficits in the area of reading at least 3 times per week for 30-45 minutes and may also focus on teaching decoding, fluency, phonics, and phonemic awareness skills.
- An Individualized Student Plan will be developed that will be used to document student growth in regard to the use of data to make instructional decisions.
- During tier II interventions, instructional staff will also provide students with continuous progress monitoring. Students who are making progress at least 75-80% of the time will be returned to Tier 1 whole group, core instruction.
- Students who are not progressing within Tier II will continue to receive daily Tier 1 core instruction before receiving daily Tier III, intensive academic interventions for longer durations of time.
- Tier II cycles will operate for at least 8 weeks before determining placement back into Tier I or placement into the Tier III cycle.
- While Tier II students are in pull-out, the other students in Tier I will be working on targeted learning goals identified in their individual student learning plans.

Tiered 3

- Tier III Intensive intervention strategies for students not reaching mastery from Tier I and II instruction, and who score furthest from targets, will continue to receive daily Tier I core instruction before receiving daily one-on-one Tier III, intensive academic interventions during pull-out sessions from interventionists such as the Title 1 Teacher and other support staff.
- Within this Tier, 1-2 students will receive daily intensive, research-based instruction from interventionists such as the Title 1 teacher and other support staff for 30-50 minutes based on individualized data from multiple sources.
- An Individualized Student Plan will also be developed at Tier III which outlines student growth along with continuous progress monitoring results. Students who progress at an 80% rate within Tier III will return to Tier II for small group targeted instruction.
- If found to be at least 80% successful at Tier II, those students will return to Tier I core instruction with continuous teacher support and progress monitoring to support student achievement at the Tier I level.
- Those students who continue to struggle with Tier III intensive learning will be referred to Clark's Resource Coordinating Team (RCT) for special education evaluation and services if the team (RCT/IEPT) deems necessary.

Other assessment types include the Detroit Public Schools benchmark Science and Social Studies test, ACT Explore Grade 8, and MEAP testing.

Clark staff will collect individual student data from MEAP, MAP, STAR Reading & Mathematics, Student work samples, and teacher-created formative assessment. PLC's will meet and create an assessment schedule based on evaluation tools. PLC's will meet twice a month during common planning times to evaluate the ongoing use of student data. Data collected will be used to differentiate instruction to meet the diverse academic needs of all students. Staff will use a variety of strategies with the MTSS Framework such as the GRR, Marzano's, Highly Qualified Title 1 teachers, and Paraprofessionals. Data will also be collected, discussed, and analyzed school-wide within PLC's and during monthly Leadership Teams to determine whether instructional practices are succeeding in raising student achievement, closing gaps, and to facilitate discussion of effective practices.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Increased Time for Core Subjects:

The district has increased time in all core subject areas. Reading has a 120 minute block. Math has a 90 minute block. Science and Social Studies have a 45 minute daily block.

Time for Enrichment: Enrichment activities are built into daily lessons through the use of core programs in Imagine It Reading and Envision Math.

Imagine it designates independent work time for 25 minutes. The teacher will create work stations at which the students work on increasing their knowledge in the areas of fluency, comprehension, phonemic awareness, phonics, and word knowledge.

Math utilizes a block schedule. Teachers use the first 45 minutes to teach the current lesson according to the curriculum pacing.

The second 45 minutes is used for enrichment. Teachers will integrate Differentiated Instruction and Intervention for the diverse students in the classroom such as ELL, Special Education, struggling and advanced students (i.e., Differentiated Instruction Strategies, Accelerated Math, Math Facts in a Flash, Mathematics Projects).

The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

Time for Professional Learning:

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. The teachers also share a school wide common preparation periods on Fridays. During these school collaboration periods, teachers and administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans, conduct data dialogues, and develop and coordinate work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, In an effort to reduce systemic barriers of increased professional learning the District will assign two additional teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

Clark administration used perception and achievement data to decide how to increase community engagement. Clark's administration and staff have partnered with several community agencies ranging from supporting parental/community engagement to organizations that support student achievement.

INTERNAL SUPPORTS:

The Michigan Department of Human Services provides our school with an in-house human-service worker who provides well-being support for students and their families. The worker supports with the creation of a plan to track students who have chronic attendance challenges while supporting families in an effort to decrease the rate of absenteeism among school-age students.

Go Green is a school-wide initiative that works to create culture and environmental responsibility within the school community. This program offers time for student collaboration, engagement and project-based learning.

STEAM Program (Science, Technology, Engineering, Arts, Mathematics) - these funds provide Clark students with weekly opportunities to learn about the sciences with the inclusion of art design. The STEAM Program further engages students by exploring the interconnectedness between the fields of Science, Technology, Engineering, Design Arts, and Mathematics while developing leaders who support one another through collaboration and team building. Students develop problem-solving skills and apply their knowledge of research and design to created solutions to various challenges. Students are expected and required to document their work and communicate solutions verbally and in writing.

Wayne State University-Detroit Fellows Tutoring Project provides Literacy Tutoring for students in grades K-3.

LEAR Corporation Tutoring Program provides tutoring services to Clark students in grades 3-8. The tutoring is part of a job initiative sponsored by LEAR where 11th and 12th grade students from East English Village High School tutor Clark students four days a week.

Community Schools-This in-house, after school enrichment program creates a safe haven for students to join and share in enrichment activities during after school hours.

Garden Collaborative- sponsors and supports students with soil care, planting, harvesting, and caring for the school's garden throughout the fall, spring, and summer months. It also supports student achievement at Clark by exposing students to the rudiments of gardening.

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Fresh Fruits and Vegetables Program is sponsored by the Detroit Public School Districts and aides students with creating and maintaining healthy eating habits.

Clark Food Drive is an annual program that provides needy families within the Clark community with food during the holiday season

EXTERNAL SUPPORTS:

Wayne State University and Americorps Urban Safety Program supports the Clark school community with creating/monitoring safe routes to school as well as working with Clark students to board up abandoned homes within the neighborhood to further support student safety and the safe routes to school program.

Reading Corps Volunteers-supports student achievement by working with assigned classroom students weekly to increase reading fluency.

Athletes for Charity-will sponsor a group of Clark students by chronicling their education journey through the elementary, middle school, high school, and college years. This program encourages students to become involved with the Sciences, specifically the STEM (Science, Technology, Engineering, Mathematics) Program.

Teen Trendsetters-A 24-week mentoring program where academically inclined upper classmen (grades 7 & 8) mentor students in 1st, 2nd, and 3rd, grades who are in need of additional academic support.

Allen Park High School Art students collaborate with Clark's Grade 2 students to create a renewed, mutual respect and appreciation for diverse communities while working together to create art service projects to be used for donation to charitable institutions.

Bright Smiles Mobile Dentist provides free dental exams and cleaning to our students with a signed permission form by parent.

Habitat for Humanity- donates plants and bird houses for students to paint.

THE FOLLOWING CRITERIA WILL BE USED TO IDENTIFY STUDENTS IN NEED OF NON-ACADEMIC SUPPORT:

- Teacher/Social Worker/Department of Human Services recommendations
- Parent Outreach surveys (which may at times be in the form of a phone call or a note sent home)
- Free and reduced lunch and the Universal breakfast program

THE FOLLOWING CRITERIA WILL BE USED TO IDENTIFY STUDENTS IN NEED OF ACADEMIC SUPPORT:

- Instructional teaching staff will collect and view data from MEAP, MAP, STAR, and the Michigan Scorecard Bottom 30% to identify those students who are in need of Tier II and Tier III academic and behavioral supports.
- Instructional teaching staff, paraprofessionals, Title I teachers, Instructional Specialist (ELA & Mathematics), School Counselor, School Social Worker, Speech Teacher, as well as the Special Education Resource Room teachers will provide needed support.
- If it is found that students are not experiencing success at Tiers II and III, students will be referred to the school's Resource Coordinating Team (RCT) for further discussion, analysis, and recommendations to support the academic and behavioral needs of students.

